

Pacific University CommonKnowledge

Faculty Scholarship (PUL)

Pacific University Libraries

2011

CommonKnowledge Annual Report (2010-2011)

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CommonKnowledge Annual Report (2010-2011)

Description

This report details the second year of operation for *CommonKnowledge*, Pacific University's institutional repository. The report covers the period between June 2, 2010 and June 1, 2011.

Disciplines

Library and Information Science

Rights



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CommonKnowledge

Common *access*. Uncommon *knowledge*.

Annual Report 2010-2011

Year 2
(June 2, 2010 - June 1, 2011)

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COMMONKNOWLEDGE - OVERVIEW

CommonKnowledge, Pacific University's institutional repository, is the home of the collected scholarship and creative works of Pacific University faculty, staff and students, as well as their collaborators from around the world. The majority of content in *CommonKnowledge* is openly accessible. The open collections in *CommonKnowledge* demonstrate Pacific's commitment to the idea that shared information and academic collaboration are essential to the "progress of knowledge" in our global community.

In addition to providing a means for faculty and students to contribute their knowledge to their respective disciplines and to the general public, *CommonKnowledge* is also an invaluable promotional tool for the University. Prospective students, faculty and staff can easily find, and access, examples of the high caliber scholarship and unique learning opportunities that are created within the Pacific community.

This report covers activity from June 2, 2010-June 1, 2011.

ACTIVITY SUMMARY

In its second full year of operation, *CommonKnowledge* has continued to grow in both visibility and use. The 2010-2011 operating year saw increases in faculty participation across the colleges, the growth of *CommonKnowledge* as a peer-reviewed publishing platform, and interest in using the site to strengthen external partnerships and activities.

Adding even further to *CommonKnowledge*'s utility, Berkeley Electronic Press implemented a new structure for the Digital Commons® platform that allows intuitive and attractive publication of e-books. Pacific University was an early adopter of the feature, and requested additional customizations to permit the addition of the Issuu™ viewer to further increase usability of the monograph structure.

Uses of the new structure include:

- [Splendid Audacity: The Story of Pacific University](#)
Gary Miranda and Rick Read
- [A Guide to Scleral Lens Fitting](#)
Eef van der Worp
- [Ten papers on WESTERN FLEAS in which are erected two new genera and fourteen new species](#)
C. Andresen Hubbard

Beyond its primary function as a repository and discovery platform for faculty, staff and student work, in 2011 *CommonKnowledge* also became a teaching tool. A new College of Arts and Sciences Winter III course, "Introduction to Scholarly Journal Publishing" is intended to both introduce interested students to publishing practices and to eventually train students to work on the new undergraduate journal. The journal is published using the EdiKit™ platform built in to *CommonKnowledge*, and a demonstration journal has been set up for the course to allow students to experience author, editor and reviewer roles within the platform.

As both the new monographic content and the use of the platform in an undergraduate course demonstrate, *CommonKnowledge*'s second year of operation has confirmed its ability to support a range of activities across the University – and to provide a suite of services that raises the University's online profile, enhances the student experience and supports faculty (and students) in their desire to contribute to the bodies of knowledge within their disciplines.

NEW CONTENT

Hundreds of new submissions were added across a variety of collections in *CommonKnowledge* this year. The collections discussed below are those that were new as of the 2010-2011 operating year (as opposed to existing collections with new content added).

New Faculty/Student Work Collections

- [*Equity and Social Justice - Life Stories in Podcasts*](#): Students in the College of Education annually create podcasts devoted to individuals who fought for equity and social justice.
- [*Emerging Practice, Geriatrics and Practice Theory CATs*](#): The collection of critically appraised topics (CATs) from occupational therapy students continued to grow with the addition of these new categories.
- [*Cartoons of Doyle Wesley Walls*](#): Walls, a professor in the Department of English, made a number of contributions to *CommonKnowledge* this year, including this previously published cartoons.
- [*Books and Monographs*](#): This collection holds monographic materials added to *CommonKnowledge*, and is expected to grow in the coming year.

New Conferences

- [*Vision and 3D*](#): The fifth annual conference of the College of Optometry's Vision Performance Institute.
- [*Pacific University Undergraduate Research Conference*](#): The undergraduate research conference provides an opportunity for students and their faculty mentors to showcase ongoing or completed projects.

New Journals

- [*Pacific Northwest Journal of Undergraduate Research and Creative Activities*](#): An editorial partnership between Pacific University and Central Washington University, *PNWJURCA* is an annual peer-reviewed publication dedicated to undergraduate work.
- [*Res Cogitans*](#): *RC* publishes selected papers from the annual undergraduate philosophy conference at Pacific University, and includes work from students across the country.
- [*Health and Interprofessional Practice*](#): The first new (non-student) peer-reviewed scholarly journal to be produced using the *CommonKnowledge* platform. Editorial oversight from both faculty at Pacific and other U.S. institutions.

New Partnerships

- [Intellectual Freedom Issues in Oregon – A News Database](#): The *Oregon Library Association* Intellectual Freedom Committee has created a database of Oregon newspaper articles/editorials related to intellectual freedom issues in the state. Currently (pending copyright processes), the collection is limited to citations/abstracts only, but is intended to be a full text resource for teachers, librarians and students around the state (and country).
- [Pacific Magazine](#): *Pacific Magazine* is the official publication for alumni and friends of the University and is published in print and online. The editorial staff for the magazine has provided some expanded articles and additional images from the magazine that were unable to be formally published due to space/layout constraints.
- [Interface](#): The Berglund Center for Internet Studies publishes *Interface*, an online journal dedicated to exploring the impact of the Internet. Links to the complete *Interface* archive were added to *CommonKnowledge* to provide an additional access point to the journal. Content will be updated on a semi-annual basis.

MEASURES OF USE

Submissions

Content in *CommonKnowledge* is still primarily added via mediated submission; however, there has been a notable increase in the rate of self-submissions. At the end of 2009-2010, there had been 35 author submissions. By the end of the 2010-2011, there were 180 cumulative author submissions. While still a small percentage (6.30%) of overall submissions to the system, this does represent over a 400% increase in author self-submissions from 2009-2010 to 2010-2011.

Though self-submissions indicate awareness of, and comfort with, the *CommonKnowledge* platform, they are not the best indicator of institutional participation. *CommonKnowledge* is intended to be a full-service solution and, as such, both faculty and students are encouraged to take advantage of the mediated submission option. Mediated submissions remove barriers to participation and also create opportunities for communication about *CommonKnowledge*'s purpose (and content guidelines).

At the end of 2010-2011, there were **2,858** items in *CommonKnowledge* (a 108% increase over 2009-2010, n=1,377).

Downloads

Concurrent with the growth of content in *CommonKnowledge*, there has been an equally encouraging growth in use (as indicated by full-text downloads). In its second year of operation, there have been **157,233** full-text downloads of content in *CommonKnowledge* (a 474% increase over 2009-2010, n=27,405).

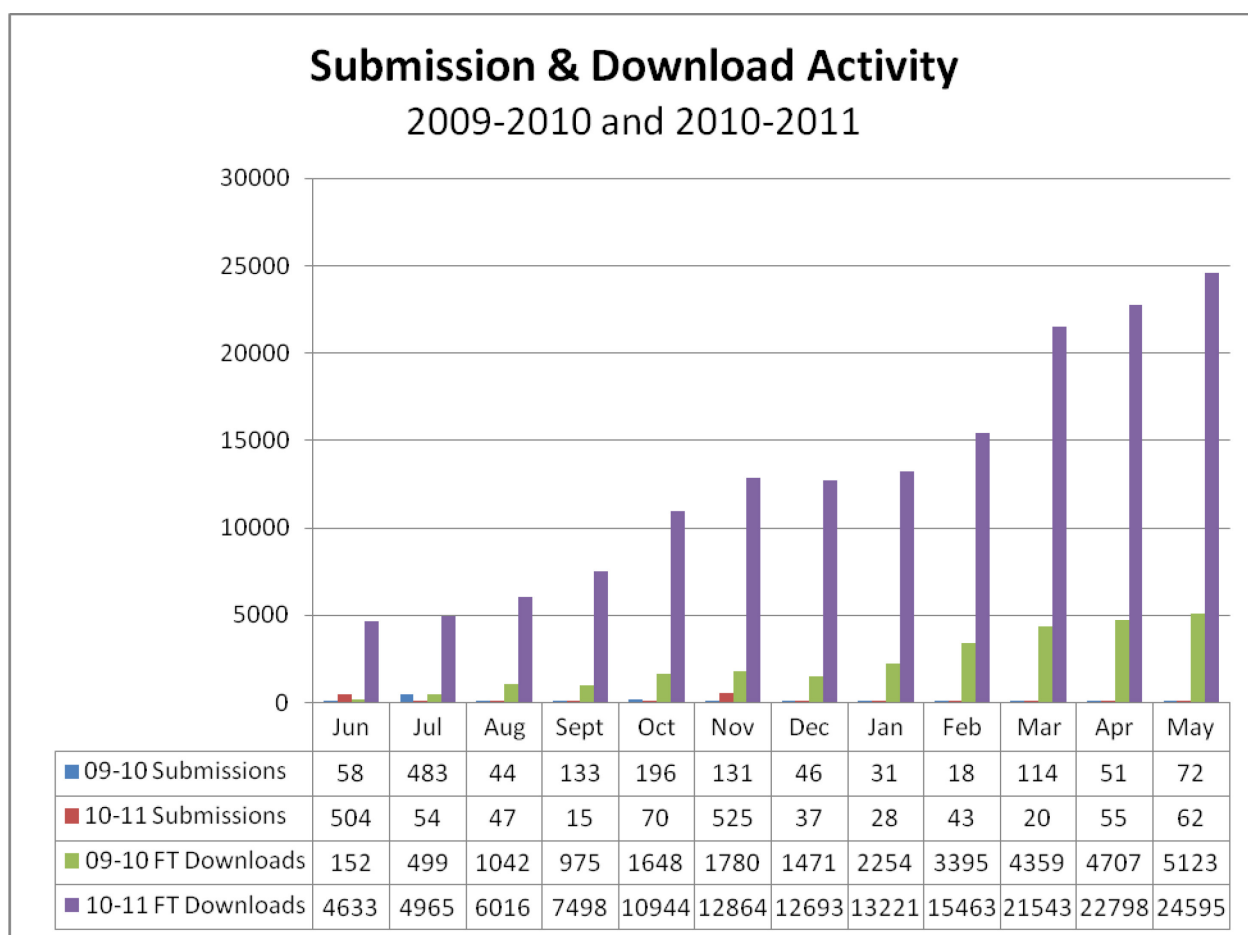
While the arithmetic increase itself is impressive, it could potentially be explained as a function of the increased number of items available for download. However, an examination of another statistic tells a different story:

Downloads per Item

As of June 2, 2010: **19.9** (27,405/1,377)

As of June 2, 2011: **64.6** (184,638/2,858)

Not only have the overall number of downloads increased, but the *rate* at which items are being accessed has grown by 225%. Put another way, on average, each item in *CommonKnowledge* is having a greater impact through greater use. (Obviously, as with any average, unusually popular items will skew the result – but such items existed in 2009-2010 and in 2010-2011).



***NOTE: Figures for each month are not cumulative; they only represent activity in that month.**

Submission figures from 2010-2011 do not include items that are currently hidden or that were withdrawn.

Top Content (Top 20)

Collection Title	Downloads
Essays in Philosophy [Journal]	47,436
School of Professional Psychology [ETDs]	34,591
School of Physician Assistant Studies [Capstones]	17,424
Faculty Scholarship (PT)	8,483
Mental Health CATs [OT Student Work]	6,669
Physical Function CATs [OT Student Work]	6,030
Pediatrics CATs [OT Student Work]	4,854
Faculty Scholarship (COO)	3,357
Res Cogitans [Journal]	2,859
Books and Monographs	2,476
Faculty Scholarship (OT)	2,319
Faculty Scholarship (PUL)	2,176
All CAS Faculty Scholarship	2,112
Faculty Scholarship (PHRM)	1,886
Social Sciences [CAS Capstones]	1,779
Faculty Scholarship (SPP)	1,668
Faculty Scholarship (COE)	1,443
Innovative Practice Projects [OT Student Work]	1,421
Interprofessional Case Conferences	927
Emerging Practice CATs [OT Student Work]	875

Online Traffic

CommonKnowledge uses Google™ Analytics to track online site visits. It should be noted that these statistics only capture site visitors – not full-text downloads. This may be seen in the discrepancy between the download figures provided earlier and the visits reflected below. However, Google's tracking does provide a useful demographic profile of *CommonKnowledge* users.

(All figures below are for June 2, 2010 – June 1, 2011)

Visits: **52,514** (59.51% increase over 2009-2010)

Unique Visitors: **41,064** (49.90% increase over 2009-2010)

Pageviews: **145,246** (42.75% increase over 2009-2010)

Visitors are, not surprisingly, primarily domestic (i.e. from United States), or from Commonwealth countries. However, as the content in *CommonKnowledge* continues to reflect new international faculty partnerships or topics of interest to specific regional audiences, new trends in visits have appeared.

Visits: Geographic Distribution (Top 10)

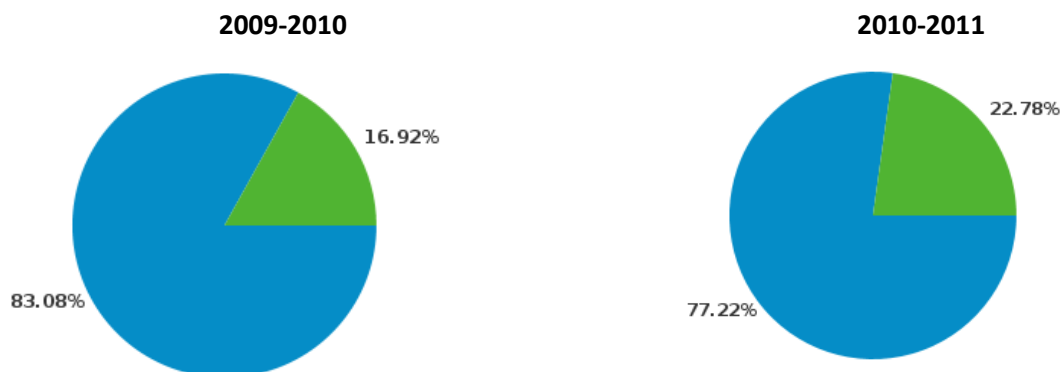
<i>Country/Territory</i>	<i>Visits</i>
United States	36,337
United Kingdom	2,788
Canada	1,943
Australia	1,164
Germany	762
India	736
Netherlands	398
Philippines	368
Italy	363
Thailand	320

Visits: Domestic Distribution (Top 10)

<i>State</i>	<i>Visits</i>
Oregon	9,552
California	4,673
New York	2,113
Washington	1,606
Texas	1,284
Florida	1,253
Pennsylvania	1,177
Illinois	1,128
Massachusetts	1,064
Ohio	783

Another figure of interest is the split between new and returning visitors. The slight increase in the percentage of returning visitors may indicate that content collections in *CommonKnowledge* are becoming more robust and that some visitors view the site as an ongoing resource. However, it will be valuable to maintain a relatively high percentage of new visitors, which will indicate that the content is consistently visible to new audiences (primarily through **search engines, which brought 46.93% of visitors to the site in 2010-2011**). From a promotional/discovery perspective, new visits may be considered more valuable than returning visitors.

New (Blue) vs. Returning (Green) Visitors



SUCCESSIONS

The 2010-2011 operating year has continued to see a number of notable accomplishments related to *CommonKnowledge*:

- Faculty participation in *CommonKnowledge* has continued to grow, particularly among faculty within the Department of English (Arts & Sciences), College of Education and College of Optometry.
- Though still relatively small, the amount of undergraduate student work available through *CommonKnowledge* continues to grow, with the notable addition of the Undergraduate Research Conference, as well as increased contributions of senior thesis/capstone projects.
- Eef van der Worp, an adjunct faculty member in the College of Optometry, posted a guide published by the Scleral Lens Education Society, [A Guide to Scleral Lens Fitting](#). As of June 1, 2011, the guide had been downloaded over 2,200 times.
- The first issues of undergraduate scholarly journals, [Pacific Northwest Journal of Undergraduate Research and Creative Activities](#) and [Res Cogitans](#), were published. Pacific faculty members serve as editors for both journals – James Butler (Physics) for the former and Dave Boersema (Philosophy) for the latter.
- A new interprofessional healthcare journal, [Health and Interprofessional Practice](#), was launched. James Kundart (College of Optometry) is the Editor-in-Chief, and Jason Brumitt (Physical Therapy) and Dan Munoz (Professional Psychology) are Associate Editors. They are joined by colleagues from Roosevelt University, Vanderbilt, Kentucky and Ohio State. The first issue of the journal will be published in September 2011.
- *CommonKnowledge* continued to gain wide exposure through inclusion in library conferences and workshops. Pacific activities were shared with other library, academic and publishing professionals in Philadelphia, San Jose and Salt Lake City.
- Faculty in the College of Health Professions passed a [resolution](#) in support of open access; *CommonKnowledge* was included in the text of the resolution as a means of providing open access to faculty scholarship.

CHALLENGES

The challenges for *CommonKnowledge* remain largely the same, though there are also potential new challenges on the horizon as well. Challenges (old and new) include:

- *Faculty participation*: The growth in faculty participation over the past year has been encouraging, but participation is still limited to a few particularly active pockets within specific departments/schools/colleges. Broader adoption/use will be needed to continue to ensure that *CommonKnowledge* accurately represents the variety of scholarly and creative activity occurring at the University.

- *Metadata:* While the initial focus during the first and second years has been on content recruitment, a vital focus for the coming year(s) must also be content dissemination. Formatting metadata to allow for harvesting by preferred systems is part of this. Digital Commons' search engine optimization strategies guarantee excellent indexing through Google and other engines, but properly structured metadata is necessary for inclusion in specific platforms/databases.
- *Policy Development:* As *CommonKnowledge* grows, it is important to establish clear content policies to guide that growth and prioritize opportunities/content. It will also be important to continue to develop clear policies related to intellectual property. While the majority of policy development may be completed within the Library, soliciting involvement of faculty, staff, students and administrators through the formation of a steering committee is recommended.
- *Data Support:* As more granting agencies follow the lead of the NSF and require detailed [data management plans](#) for research proposals, it is vital to develop the appropriate support and infrastructure within the University to address such requirements. As the University's institutional repository, it is logical to investigate the role that *CommonKnowledge* could play in meeting this need.
- *Publishing Support:* Both an opportunity and challenge, the Library's ability to support online publishing activities through *CommonKnowledge* presents a need to clearly identify the level of support that is sustainable for publications. Current staffing levels indicate only minimal support (beyond hosting) may be sustainable, but the new [Editing and Publishing Center](#) may create new opportunities/partnerships that will allow for increased capacity.

OPPORTUNITIES

As *CommonKnowledge* has grown in visibility, new opportunities have expanded as well. Examples of upcoming/in progress opportunities include:

- As part of Pacific's partnership with York St. John University, *CommonKnowledge* is hosting a [conference site](#) for the 2011 annual conference for the Society of European Philosophy and the Forum for European Philosophy.
- Beginning in fall 2011, the Society for the Science of Occupation, United States (SSO:USA), will provide access to its conference proceedings through *CommonKnowledge*. This is a continuation of *CommonKnowledge*'s existing partnership with faculty from the School of Occupational Therapy.
- The submission process for School of Physician Assistant Studies' graduate projects has been fully automated and will be used for the first time in August 2011. Prior to this, a mediated submission process had been used to ingest these papers. A similar model is being explored for theses and dissertations from the School of Professional Psychology.
- In fall 2011, faculty, staff and students will receive for consideration in their respective governing bodies a University-wide resolution in support of open access (similar to the CHP resolution). If the resolution passes successfully, it will provide an opportunity for further outreach across the institution in regards to sharing work through *CommonKnowledge*.

- As the [Editing and Publishing Center](#) initiative continues to develop, support for campus-based publishing initiatives may grow as well. Library-based publishing services, centered around *CommonKnowledge*, will be part of the ongoing conversation.
- The creation of the [Local Collections and Publication Services](#) team within the Library this past year will aid in the development of collection management policies for *CommonKnowledge*, and a strategic plan addressing *CommonKnowledge* and other Library digital collections has already been completed.

CONCLUSIONS

CommonKnowledge continues to establish itself as an efficient and effective means of capturing and sharing the knowledge of Pacific University student, staff and faculty. Through *CommonKnowledge*, a full suite of services are available that address each type of intellectual product created at the University: student coursework; student and faculty “gray” literature (conference papers and posters etc.); previously published work (e.g. journal articles); and new ideas (both peer-reviewed and not).

Beyond providing a venue for sharing locally created content, *CommonKnowledge* also gives students and faculty at Pacific a tool to use with collaborators from outside of the University. Hosting peer-reviewed journals, conference proceedings and society collections distinguishes Pacific as a center of intellectual creation and exchange and strengthens inter-institutional partnerships.

As Pacific continues to grow, it is imperative to concurrently develop infrastructure and services that support the University’s core values and enhance the educational process for all students and faculty. In providing a venue that supports the discovery, evaluation and dissemination of new knowledge – activities that cross disciplinary boundaries and inform both the liberal arts and professional studies – *CommonKnowledge* offers both scalable infrastructure *and* services that directly support students, staff and faculty across all colleges. By continuing to support *CommonKnowledge*, the University will be strengthening its own future.